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THE TRAINING AND WORK OF CALIFORNIA PUBLIC JUNIOR COLLEGE TEACHERS OF ENGLISH.

BY- BOSSONE, RICHARD M.
RIVERSIDE COUNTY DEPT. OF EDUCATION, CALIF.

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TO ASCERTAIN THE PROFESSIONAL PREPARATION AND COMPETENCE OF JUNIOR COLLEGE ENGLISH TEACHERS, ANALYZE THE NUMBER AND NATURE OF ENGLISH COURSES BEING OFFERED, AND DETERMINE WHAT CONSTITUTES A TYPICAL ASSIGNMENT FOR BEGINNING TEACHERS, A QUESTIONNAIRE WAS SENT TO THE DEANS OF INSTRUCTION AT 71 CALIFORNIA PUBLIC JUNIOR COLLEGES. THE DATA PRESENTED ARE BASED ON 54 RETURNS. THESE RETURNS INDICATE THAT 785 JUNIOR COLLEGE TEACHERS WERE ASSIGNED TO ONE OR MORE ENGLISH COURSES IN JANUARY 1964. GENERALLY, THE DATA REFLECT THAT THE PRESENT BACKGROUND AND TRAINING OF THE TEACHERS OF ENGLISH ARE INADEQUATE AND THAT A GREAT DIVERSITY OF PRACTICES AND POLICIES IN TEACHING CREATES CONFUSION AND IMPEDES PROGRESS. IT IS RECOMMENDED THAT, IN ADDITION TO HOLDING A MASTER'S DEGREE, THE JUNIOR COLLEGE ENGLISH TEACHER SHOULD BE KNOWLEDGEABLE ABOUT THE JUNIOR COLLEGE AND THE JUNIOR COLLEGE STUDENT. RECOMMENDATIONS FOR IMPROVING WORKING CONDITIONS AND FOR CONTINUING THE EDUCATION OF TEACHERS ARE INCLUDED. INFORMATION ON TEACHER TRAINING, NUMBER AND TYPE OF COURSES TAUGHT, AND BEGINNING ASSIGNMENTS IS ALSO GIVEN. (HS)

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By Richard M. Bossone
University of California. Riverside

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by

RICHARD M. BOSSONE
UNIVERSITY OF CALIFORNIA
RIVERSIDE

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FOREWORD

Dr. Richard Bossone has worked closely with teachers of English in the secondary schools and junior colleges of Riverside County for the past several years. In addition to his duties as supervisor of the practice teaching and intern teacher programs for teachers of English at the University of California, Riverside, he has been constantly involved with in-service training programs for the regular classroom teachers.

Working jointly with the Riverside City Schools and the Riverside County Schools Office, Dr. Bossone conducted several series of in-service training meetings. The topics covered in these meetings were determined on the basis of expressed needs and interests of teachers of English who cooperatively planned the program with Dr. Bossone.

The Riverside County Schools Office was pleased to cooperate with Dr. Bossone and the California Junior College Association in his study of the training and work of junior college teachers of English. We feel that the findings are of interest not only to the junior college teachers and administrators but to all who are involved in the teaching and training of teachers of English. This includes teacher training institutions as well as local districts and county offices where increasing responsibility for in-service training of teachers is becoming ever more apparent in all fields.

The findings and recommendations are those of Dr. Bossone. The Riverside County Schools Office is glad to cooperate in making the report available for consideration of teachers and administrators who are concerned about improving the quality of the teaching of English.

Lyle E. Siverson
Assistant Superintendent, Instruction

ACKNOWLEDGEMENTS

This study would not have been possible without the support of the California Junior College Association and the understanding and cooperation of the Deans of Instruction listed in the Appendix.

Members of the office of the Riverside County Superintendent of Schools rendered valuable assistance. I thank specifically Dr. Lyle E. Siverson, Dr. Gordon Gardner, and, above all, Mrs. Esthermae Kleinman for her generous contribution of time and special efforts.

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THE TRAINING AND WORK OF CALIFORNIA PUBLIC JUNIOR COLLEGE TEACHERS OF ENGLISH

Part I

Introduction

During the past ten years all of the hullabaloo about Johnny not being able to read and write reflected the public's growing dissatisfaction with the way English was being taught. Now we have administrators and leading educators expressing the same dissatisfaction. For example, in a survey conducted by the California Association of Secondary School Principals last year, 538 California high school principals state that English teachers were the least prepared of all teachers to do their jobs and urged that they be better trained. Professor Albert R. Kitzhaber, current President of the National Council of Teachers of English, also finds English teachers to be inadequately prepared in their work and stated that "much of the poor teaching that one so often finds in freshman English is less the result of inexperience and indifference than of inadequate professional preparation—as indeed it is in the high schools also."[1] The U. S. Commissioner of Education, Francis Keppel (quoted in the Christian Science Monitor, February 15, 1964) reports that the situation in the teaching of English at all levels of education is "grave." All of the junior colleg Deans of Instruction with whom I have discussed the matter would concur with the above statements.

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[1]Albert R. Kitzhaber. Themes, Theories and Therapy: The Teaching of Writing in College. New York: McGraw-Hill Book Company, Inc., 1963, p. 15.

However justified administrators and leading educators may be in deploring the way English is being taught and English teachers are being trained, they cannot afford to stop there. They must exert leadership in bringing about reform—reform based upon an understanding of the current situation and upon the using of intelligent methods to bring order to chaos. With this motive in mind I undertook to study and examine the training and work of California public junior college teachers of English so that those who train them might have a better understanding of what their preparation should be and might better work to improve it.

Objectives

The objectives of this study were as follows:

1. To ascertain the professional preparation and competence of English teachers.
2. To analyze the number and nature of English courses being offered.
3. To determine what constitutes a typical assignment for a beginning junior college English teacher.
4. To make recommendations for the improvement of the training, working conditions, and continuing education of junior college English teachers.

Procedure

In considering the task presented by the above objectives, the investigator prepared a questionnaire to obtain data needed to accomplish these objectives. The questionnaire was sent to Deans of Instruction of the existing seventy-one California public junior colleges in January, 1964. The questionnaire was accompanied by a letter stating the nature and purpose of the study and inviting their participation.

It should be noted that data presented in this study is based on 54 returns and that these returns indicated that there were 785 junior college teachers assigned to one or more English courses. Where the totals cited

differ from these figures it is because some of the questionnaires were incomplete or erroneously answered in regard to the item under discussion.

Part II

The Training and Work of California Public Junior College Teachers of English

Table 1. - Present Background and Training of 785 English Teachers Now Assigned One or More English Courses

Background and Training	Number	Per Cent
M.A. with English major	571	72.74
Ph.D. with English major	29	3.69
Neither majored nor minored in English	31	3.95
Advanced course in grammar	342	43.57
Advanced course in composition	395	50.32
Published articles, stories, or books	212	27.01
Supervised teaching in junior college English	135	17.20
Internships in junior college English	31	3.95
"Adequately prepared to teach English"—750 out of 774 (96.9%)		
No response to this question.	11	

Table 1, which gives data on the present background and training of California public junior college English teachers, reveals that:

1. Approximately 73 per cent of the teachers now assigned one or more courses have an M.A. in English, approximately 4 per cent have a Ph.D. in English, and approximately 4 per cent have neither majored nor minored in English.

2. Approximately 44 per cent have taken an advanced course in grammar and 50 per cent have taken an advanced course in composition.

3. Twenty-seven per cent have published articles, stories, or books.

4. Seventeen per cent have had supervised teaching in junior college and approximately 4 per cent have had internships in junior college.

5. Almost 97 per cent of these teachers are considered to be adequately prepared by their Deans of Instruction; however, this finding appears to be definitely contradicted by the fact that approximately 50 per cent of these same Deans indicated (later in the questionnaire) that English teachers in general were not, or were only somewhat, adequately prepared to teach grammar and composition.

Table 2. - Number of English Courses Being Offered: Fall, 1963

	Number of Responses	Offered		Number of Classes	No Number Specified*
		Yes	No		
1. Remedial or Review English: Number of separate classes in Remedial or Review English	54	54	0	1,023	
2. English 1A: Number of classes in: a. Composition b. Literature & Composition	54	53	1	$\begin{matrix}572\\135\end{matrix}=707$	3
3. English 1B: Number of classes in: a. Literature b. Literature & Composition	53	49	3	$\begin{matrix}189\\252\end{matrix}=441$	1
4. Composition: Number of separate classes dealing specifically with composition	54	23	25	303	6
5. Literature (courses dealing specifically with literature): Number of separate classes organized to deal specifically with some field of literature:	54	49	5	268	4
English Literature—its beginning to about 1800	53			38	

Table 2. - Continued

	Number of Responses	Offered Yes	Offered No	Number of Classes	No Number Specified*
English Literature—about 1800 to present	53			38	
American Literature—Colonial times to about 1890	54			37	
American Literature—about 1890 to present	54			40	
World Literature—its beginning to Cervantes	54			36	
World Literature—Cervantes to present	54			32	
Modern Literature:	54				
Short Story and Novel				22	
Drama and Poetry				22	
Others: Shakespeare				2	
Children's Literature				1	
6. Creative Writing: Number of separate classes in creative writing	54	27	24	40	3

*The respondents answered "yes" but didn't specify number of classes.

Table 2, which gives data on the number of English courses offered in fall, 1963, reveals that:

1. The English courses most frequently offered was Remedial or Review English. All colleges offered the course and the course usually constituted three-fifths to four-fifths of the total number of English courses being taught. Total number of Remedial or Review English courses being offered in California public junior colleges was 1,023.

2. Of the 707 classes offered in English 1A, approximately 82 per cent were designated as a course in composition, 18 per cent as a course in composition and literature.

3. Of the 441 classes offered in English 1B, approximately 43 per cent were designated as a course in literature, 57 per cent as a course in literature and composition.

4. Twenty-three junior colleges offered separate courses in composition.

5. There were 268 classes in literature: 77 in American Literature, 76 in English Literature, 68 in World Literature, 44 in Modern Literature, 2 in Shakespeare, and 1 in Children's Literature.

6. Twenty-seven junior colleges offered a course in Creative Writing.

More specific data on the nature of the three basic courses (Remedial or Review English, English 1A, and English 1B) offered in California public junior colleges was derived from course outlines submitted by the respondents and from a section of the questionnaire dealing with apportionment of time or the number of weeks spent on grammar, spelling, mechanics, vocabulary, paragraph construction, types of composition, literature, and the research paper. Approximately 30 per cent of the respondents did not submit course outlines and approximately 30 per cent made no attempt to answer the section of the questionnaire dealing with apportionment of time. It should be noted that some data submitted by the 70 per cent who did respond imposed certain limitations on accuracy because of the nature of their responses; however, even acknowledging the limitations of this data, one can draw some significant conclusions.

Table 3. - Number of Weeks Allotted to Various Areas of English Instruction

Number of Weeks	Grammar			Spelling			Mechanics			Vocab-ulary			Paragraph Construc-tion			Expo-sition			Descrip-tion			Narration			Persua-sion			Litera-ture			Research Paper		
	Rem	1A	1B	Rem	1A	1B	Rem	1A	1B	Rem	1A	1B	Rem	1A	1B	Rem	1A	1B	Rem	1A	1B	Rem	1A	1B	Rem	1A	1B	Rem	1A	1B	Rem	1A	1B
1	1	2	3	7	3	1	5	8	4	6	3	2	2	4			2	2	2	7	1		7	1	1	4	2	1				1	
2	1	4	1	12	1	1	9	2		8	8	5	9	11		5	4	2	1	2	2	1	2	2	2	3			2			4	8
3	7	3		1			10	1		4	2	1	4	3		4	3	5		1				1	1	2		2			1	6	2
4	3	2		1			6	2		2			1	3			2								1	3			5		1	6	
5	2												1			1	1	1			1					1						1	
6	3			1	1		2	1		1			3	2		1	1	2							1		1		2	2		3	1
7													1				4																
8	3	1		1			4						3				1	1												4			1
9	1												1			1	1											1	2				1
10	4								1		1	1					2	1		1	1		1	1		1	1			1	2		1	1
11																														1			
12								1		1			1			1	1													3			
13	1															1																	
14																1	1																
15																	1													4			
16	1			1						1	1	1					3	1		1						1	1			4			
17																														1			
18	3	1	1	1			5			2								1			1			1					1	8			1
19																																	
20	2			1			4			1					1	1	1																
Totals	260	53	23	106	11	3	291	41	14	132	51	41	111	79	20	101	192	90	4	40	38	2	21	36	18	59	34	16	82	396	7	84	73

Total Number of Remedial or Review English Classes—1023
Total Number of English 1A Classes—707
Total Number of English 1B Classes—441

Table 3, which gives data on the number of weeks allotted to various areas of English instruction, reveals that:

1. Teaching grammar appears to be an essential part of Remedial English with approximately four weeks being allotted to it; whereas, in English 1A and English 1B respondents indicated by way of their replies and course outlines that the teaching of grammar, when no specific time was allotted to it, was somewhat integrated with the teaching of other areas covered in the courses.

2. Teaching spelling appears to be an essential part of Remedial English with approximately two to three weeks being allotted to it; whereas, in English 1A and English 1B it is reported to be almost entirely integrated with the teaching of other areas covered in the courses.

3. Teaching mechanics appears to be an essential part of Remedial English with approximately four weeks being allotted to it. The range, however, is wide, from one week in five junior colleges to twenty weeks in four junior colleges. In English 1A approximately one or two weeks is spent on mechanics and in English 1B it is almost entirely integrated with other areas covered in the course.

4. Teaching vocabulary appears to be a somewhat essential part of Remedial English with approximately two or three weeks being allotted to it; in English 1A and English 1B approximately one or two weeks appears to be allotted to it; however, in English 1B more time appears to be allotted specifically to teaching vocabulary than to teaching grammar, spelling, and mechanics.

5. Teaching paragraph construction appears to be an essential part of Remedial English and English 1A with approximately two or three weeks being allotted to it, but it is integrated in English 1B (except in one junior college) with the teaching of other areas covered in the course.

6. Teaching expository writing appears to be a part of Remedial English and English 1B but is a more essential part of English 1A. The teaching of other types of writing, such as descriptive, narrative, and persuasive, seems to indicate that there is a wide difference of opinion regarding the type of writing to be taught.

7. Teaching literature does not appear to be a part of Remedial English; it is allotted time in English 1A but is more frequently emphasized in English 1B.

8. Teaching the research paper in Remedial English is done in only two junior colleges; the majority of junior colleges appear to emphasize this work in English 1A.

Examination of the English 1A and English 1B course outlines[2] submitted by the respondents corroborates Kitzhaber's findings regarding the present state of freshman composition in 95 four-year colleges and universities. After examining the syllabuses of these institutions, he reported, in Themes, Theories and Therapy, that there is "a widespread uncertainty about aims, a bewildering variety of content, a frequent lack of progression within the course," and that the quality of the textbooks is inferior. In the case of the junior colleges, I would add, the textbooks are also apt to be inappropriate as indicated below.

Generally the principal aim of English 1A and English 1B, as stated in the course outlines, is to help the student improve his skills in reading, writing, and thinking. Beyond this point or aim there is a variety of aims

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[2]In conducting this examination of course outlines, more attention was given to English 1A and English 1B because a greater number of these outlines were sent in, and, therefore, there were more opportunities for analysis, comparison, and judgment. Course outlines submitted for Remedial English indicated there was a large variety of individual courses under the title of Remedial English, and, as a result, there could be no basis for analysis, comparison, and judgment.

or goals which range from such things as "to voice opinions, arguments, and protests courteously, honestly, and clearly" to such things as "to help him find for himself positive and constructive values in a time of cynicism and negativism, and to aid him in developing the kind of imagination needed for such values—imagination to understand his fellow beings and to put himself in perspective with them."

Ironically there appears to be very little said about how one achieves these aims or very little agreement as to how one is to improve the students' skills in reading, writing, and thinking; all of which seems to indicate there is uncertainty about content and method. For instance, some believe grammar should be taught; others feel it should not be dealt with in the course. Some believe reading for pleasure should be stressed more than reading critically or analytically. Some believe the emphasis in composition should be on expository writing; others believe it should be on narrative, descriptive, or persuasive writing. However, as noted above, there appears to be more agreement about emphasizing expository writing in English 1A than in English 1B. It should also be noted that there appears to be general agreement that the assigned writing should be related to assigned readings, but very little is stated about how this is to be done or what progression is to be made within the course.

The variety of textbooks used is staggering and, again, appears to reflect uncertainty about content and method. Titles range in English 1A from Modern Rhetoric to King Lear. One cannot help but wonder, after looking over these lists of textbooks, if they were really chosen for the majority of junior college students, students who are linguistically handicapped, who are less able to see the linguistic order of words and the structural connections, and who are less able to conceptualize and generalize.

Table 4. - Typical Assignment for a Beginning English Teacher as Indicated by 30 Respondents*

Work load Hours	Remedial English	English 1A	English 1B	Literature	Total with this Assignment
15	6	6	3	0	7
15	3	6	6	0	2
15	9	6	0	0	2
15	6	9	0	0	5
15	6	6	3	0	3
15	12	3	0	0	1
18	6	6	3	3	2
12	0	9	0	3	1
21	6	6	6	3	1
15	9	3	3	0	1
14	8	3	3	0	1
15	3	6	3	3	1
14	2	9	3	0	1
15	6	9	0	0	1
12	9	3	0	0	1
					30

*Two out of 54 respondents omitted answers; fifteen respondents gave incomplete answers, and seven indicated part-time assignments of less than 12 hours.

Table 4, which gives data on the typical assignment for a beginning English teacher, reveals that:

1. Out of 30 assignments described, 29 respondents indicated that a beginning teacher would be assigned to teach Remedial English. The majority (25) indicated he would be assigned at least 6 hours of his teaching assignment in this area.

2. Out of 30 assignments described, 30 respondents indicated that a beginning teacher would be assigned to teach English 1A. The majority (26) indicated he would be assigned at least 6 hours of his teaching assignment in this area.

3. Out of 30 assignments described, 19 respondents indicated that a beginning teacher would be assigned to teach English 1B. All indicated he would be assigned at least 3 hours in this area, but only 3 indicated that he would be assigned more than 3 hours.

4. The most typical assignment appears to be 6 hours of Remedial English, 6 hours of English 1A, and 3 hours of English 1B.

5. A few beginning teachers (approximately 15 per cent) were given 3 hours of literature to teach.

Part III

Improvement of Training for Junior College Teachers of English

Table 5. - Reactions to Statements Regarding Necessary Training for Junior College English Teachers

Statement	Number of Responses	Reactions				
		Yes	Somewhat	No	Qualified	No Answer
1. "English teachers in general are adequately prepared to teach grammar and composition."	54	27	16	9		2
2. "A course in grammar and advanced composition is a necessary part of an English teacher's preparation to teach English."	54	44	6	2		2
3. "Courses in public speaking and history of English language are a necessary part of an English teacher's preparation to teach English."	54	29	19	4		2
4. "A course in Methods of teaching English in junior college should be part of an English teacher's training."	54	35		17		2
5. "Trainees should spend time observing and acting as teacher-assistants prior to student teaching in a junior college."	54	41		11	1	2
6. "In-service training for English teachers in a junior college is needed."	54	40		11	1	2
7. "Further, teacher training institutions should make an English in-service program available to junior colleges."	54	32		16	3	3

Table 5, which gives data on respondents' reactions to statements regarding the necessary training for junior college English teachers, reveals that:

1. There is divided opinion as to whether teachers are adequately prepared to teach grammar and composition. Approximately 50 per cent of the respondents believe they are somewhat or not adequately prepared, and approximately 50 per cent believe they are.

2. Approximately 82 per cent believe a course in grammar and advanced composition is a necessary part of an English teacher's training.

3. Approximately 54 per cent believe that courses in public speaking and history of English language are a necessary part of an English teacher's training.

4. Approximately 65 per cent believe that a course in Methods of Teaching English in the junior college is a necessary part of an English teacher's training.

5. Approximately 76 per cent believe trainees should spend time observing and acting as teacher assistants prior to student teaching in a junior college.

6. Seventy-four per cent believe in-service training for English teachers in junior college is needed.

7. Approximately 60 per cent believe teacher training institutions should make an English in-service training program available to junior colleges.

Table 6. - Estimated Percentage of English Teachers Who Would Participate in In-Service English Programs

Number of Respondents	Estimated Teacher Participation
11	0%
1	10%
1	17%
3	20%
3	25%
1	33 1/3%
1	30-50%
1	35%
12	50%
6	75%
1	75-100%
2	90%
1	95%
4	100%
6	No Answer

Table 6, which gives data on the estimated percentage of English teachers who would participate in in-service English programs, reveals that:

1. There is a wide range of opinion as to what percentage of English teachers would participate in in-service English programs. Eleven respondents believe that none would participate; twelve believe that 50 per cent would participate, and four believe that 100 per cent would participate.

2. While there is no definite consensus, the majority of respondents (approximately 61 per cent), who indicated that 50 per cent or less would participate, appear to have little confidence in their English teachers' desire to improve. One can infer this from the data which indicates that 74 per cent of the respondents believe teachers are in need of in-service training.

In conjunction with the above, respondents were asked to state what should receive immediate priority if in-service training for English teachers were initiated. Although their responses reflected a great many

ideas, one could, after analyzing them, see that the respondents believe teachers need in-service training mainly in two areas of English instruction, namely, composition and grammar: approximately 49 per cent believe teachers need help in how to teach composition; approximately 17 per cent believe they need help in how to teach modern grammar. Other ideas suggested ranged from teaching reading to team teaching, but they did not constitute a significant number.

In response to the question "how might college English departments and teacher training institutions improve the preparation of junior college English teachers," respondents offered numerous suggestions; however, once again, after analyzing the responses, one could group them generally under the following:

1. The majority of respondents (approximately 52 per cent) believe more training should be given to junior college English teacher candidates in how to teach composition, particularly expository writing.

2. Approximately 30 per cent believe that junior college English teacher candidates should be given a specific English methods class that would better prepare them to teach remedial English classes and students with a wide range of abilities.

3. Approximately 25 per cent believe that junior college English teacher candidates need to be more aware of what their job entails and more aware of the kinds of students they will teach so that they will develop a better attitude toward both.

4. Approximately 23 per cent believe that junior college English teacher candidates need a greater understanding of the problems and functions of language and a better understanding of how to teach grammar.

5. Approximately 13 per cent believe that junior college English teacher candidates should become familiar with the classroom prior to student teaching through observing and working as teacher-assistants and that they should be given more careful supervision as student teachers.

Part IV

Summary and Recommendations

Generally the data reflects that the present background and training of California public junior college teachers of English is inadequate and that the great diversity of practices and policies in teaching create confusion and impede progress. In short, the state of affairs may be likened to Dostoevsky's view of nineteenth century Russia, "sublime, universal, ordered chaos."

This state of affairs must end. The unsuccessful marriage and ensuing divorce between the academic specialist and the teacher education specialist must move toward a new reconciliation for there can be no reform or improvement in education unless those responsible for teacher education bring it about. Let us acknowledge—until we reconcile our differences we will continue to remain confused and frustrated. Differences of opinion and criticism can be a healthy thing if they lead to reform and improvement, but too often they merely degenerate into attacks, confusion, frustration, abortive action or inaction. This is what we must guard against.

Everyone—administrators, professional educators, and subject matter specialists—has a responsibility in resolving this problem of how best to prepare junior college English teachers. Let us readily admit that quite a few people are at fault. We all know there are those administrators who have registered complaints about the inadequate preparation of English teachers but seldom have recognized their own culpability in contributing to this problem. In their perennial search for cheap teachers and part-time help,

a number of administrators hire people who are inadequately prepared. We all know there are those professional educators who have treated the junior college as if it were a step-child and who have ignored the problem of adequate training for junior college teachers. Further, we all know there are those subject-matter specialists who believe in turning out other subject-matter specialists a la medieval universities of the old world. In short, let us admit such perverse thinking can only contribute to further chaos and let us get on with the job of putting our own house in order.

This report is only a small beginning--a plea for action to move ahead, to improve the effectiveness of junior college English teachers. It is with this hope of encouraging more research, experimentation, and reform that will lead to improving the effectiveness of junior college English teachers, that the following recommendations are made.

Recommendations To Improve The Training of Junior College Teachers of English

The Executive Committee of the California Junior College Association has gone on record as being opposed to a junior college teaching credential. This kind of action would seem to imply that the required M.A. in the academic subject field is, or will become, the discriminator in selecting faculty. However, is this a logical way to insure effective English teacher training? I think not--practically all English programs for majors (undergraduate and graduate) are preoccupied with the study of literature and, therefore, unrealistically prepare the candidates for the typical beginning assignment evidenced by findings reported in Table 4.

What is the answer then to better preparation for junior college English teachers? I would suggest reform, not revolution, preserving what is good and experimenting with logical possibilities. However, before making specific recommendations, I would like to note the basic skills a junior college English teacher candidate should have.

Aside from broad experience and knowledge about his subject, he should be knowledgeable about the junior college and the junior college student. So often, would-be junior college teachers know very little about either, and certainly they will gain very little additional knowledge of these things if all that is required is an M.A. in the subject field.

In addition to broad experience and the knowledge indicated above, the junior college English teacher candidate should possess the following basic skills:[3]

1. The ability to speak clearly, correctly, and pleasingly.
2. The ability to read skillfully and critically with a sense of pleasure.
3. The ability to write clearly and accurately expository prose beyond the freshman composition level.
4. The ability to listen with patience and discrimination.
5. The ability to understand and appraise mass media of communication.

Assuming then that the teacher candidate has these skills, he should be provided with the right kind of preparation for teaching in a junior college. One might begin to plan for the right preparation by considering the following recommendations:

1. Call a special conference of junior college, state college, and university personnel concerned with the education of junior college teachers of English; more specifically, a meeting of junior college, state college, and university English department heads, English-Education specialists, and Deans of Instruction should be called to consider the major findings of this report. If there is to be a genuine effort to improve the preparation of junior college English teachers, there must be greater collaboration among the various institutions of higher learning.

2. Establish and develop a pilot M.A. program in English that would be more realistically geared to those who wish to teach English in a junior college. One certainly cannot call the typical M.A. program of most

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[3]For a more comprehensive statement regarding these skills, see "A Standard of Preparation to Teach English," in The National Interests and the Teaching of English. Champaign, Illinois: The National Council of Teachers of English, 1961, pp. 39-42.

institutions with its over-emphasis upon literature realistic when one considers that a typical English assignment for a beginning teacher is mainly the teaching of Remedial English and composition. If the candidate has not taken the courses listed below as an undergraduate (and I doubt if he has, because most programs do not offer many of these courses[4]) such an M.A. program might include the following:

Advanced Modern Grammar (Transformational or Generative)
Advanced Expository Writing
Teaching Remedial Reading and Writing
History of English Language
Semantics
Speech
Mass Media of Communication
Logic
Methods of Teaching English in a Junior College (which hopefully would include an analysis of language problems, materials, and programs suitable for junior college students)
Literature courses which would include work on American Literature, English Literature, World Literature, Modern Literature, and Literary Criticism.

English departments must accept the responsibility of providing more realistic training for candidates if they really believe what they so often profess to believe that the teaching of English must focus upon the study of language, literature, and composition.

Courses in the study of language, such as the history of language and the structure of modern grammar, should give the junior college teacher candidate a more informed point of view regarding linguistic developments, usage, and the linguistic limitations of certain social classes.

Courses in literature, such as American Literature, English Literature, World Literature, Modern Literature (the kinds of literature taught in junior colleges) and Literary Criticism, should give the candidate, not only insight into content and form, but also practice in analysis and evaluation so that

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[4]See statistics in National Interest and the Teaching of English, p. 60.

he will be able to teach students how to master the content and important rhetorical principles from the literature studied.

Courses in composition, such as advanced expository writing, should make the candidate a competent writer himself, make him aware of the principles, methods, and problems of teaching writing, and make him a competent critic of writing.

3. Require candidates to take a course in The Junior College which is geared to give them a better understanding of the curriculum and the students. The fact that the public junior college in California has an "open-door" philosophy, offers various curriculums, and attracts students that are generally linguistically or academically handicapped is something the candidates discover too late. As a result, many administrators feel frustrated and cheated with their staffs and say that a "sympathetic attitude toward students of the junior college age group may very well be the most important personal characteristic necessary for success."[5]

4. Require the candidates to do a directed-study project related to teaching one of the basic junior college English courses and to serve as teacher-assistants for a semester prior to their student teaching or intern assignments. Without a practical orientation, as well as a theoretical orientation, teachers can easily develop the wrong attitude about their work or become misplaced teachers. And a misplaced teacher is an inferior teacher.

5. Provide more thorough supervision of student teachers and interns so that they may receive the help they need. The training institution supervisor, the supervising teacher, and the student teacher should meet periodically to discuss problems and the means of solving them.

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[5]Tyrus Hillway, The American Two-Year College. New York: Harper & Bros., 1958, p. 189.

6. Distribute information and exchange ideas at the semi-annual meetings of the California Association of Junior Colleges about various institutions' training programs and problems. In this way, all people responsible for training junior college teachers might be encouraged to review their programs and problems and thus remove the roadblock to the improvement of teacher training.

Recommendations To Improve Working Conditions Of Junior College Teachers of English

1. Give teachers a realistic teaching load and class size. No English teacher, if he is to teach primarily Remedial English and composition, should have more than four classes of twenty-five students. Five classes of forty or more students becomes too heavy a schedule and the teacher soon concludes his situation is hopeless. To teach writing requires time for individual conferences and time to painstakingly analyze the assigned paper with each student;[6] to do this the teacher needs (in lieu of the fifth English class) a scheduled period devoted exclusively to this work; his office hours are needed for other important responsibilities.

2. Agree within the department on the best English curriculum. Such things as the type of grammar, reading, literature, and writing (which should be primarily expository and based on assigned reading) should be discussed; in addition, standards for judging student writing should be discussed at special theme grading meetings. As a springboard for discussing this subject, one might use one of the many publications available from the N.C.T.E. on the evaluation of student writing.

3. Construct specific and realistic course outlines. Objectives should be concise, appropriate, and attainable. Methods of instruction and

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[6]For further confirmation on these points, see National Interest and the Teaching of English, pp. 89-100, and James J. Lynch, "An Experiment With the Theme Conference in High School," Journal of Secondary Education, XXXVIII (October, 1963), 22-26.

assignments should relate to course content and reflect careful planning. Books and materials should be selected solely on their merit to achieve the stated objectives and for their suitability to junior college students. Because junior college students are nonselective and reflect a wide range of abilities, course outlines should not be designed solely for the average student, but should include activities for those who are below and above the average.

4. Establish a faculty committee to raise the level of student writing in all courses, a committee composed of one member from each department or division. This committee should encourage teachers to require as much writing as their courses permit and to judge the writing by the college's established standards. All teachers have the responsibility to work toward improving student writing; otherwise, students will maintain the attitude that it is unimportant.

5. Encourage teachers to write professionally--not on the "publish or perish" basis--but on the basis that it is natural for them to profess in an articulate manner. If it is natural for teachers to explain, to make their ideas known, it should be natural for them to write with clarity. If we agree to understand "publish" in this light, how can we argue against it.

6. Encourage experimentation with lay readers, programed instruction, teaching machines, and educational television. All of these things should be considered as aids, not as panaceas or replacements for teachers. Emphasis should be placed on the teaching of English with these aids, not on the aids themselves.

7. Develop adequate library facilities. Extensive reading by students is crucial in serving as a foundation for their thinking and writing. If English teachers are to teach their courses adequately and if students are to master the content of the courses, they will undoubtedly need to engage in independent reading and library research.

Recommendations To Improve the Continuing Education Of Junior College Teachers of English

Squire and Hogan, in their article entitled "A Five Point Program for Improving the Continuing Education of Teachers of English," state that a national study (soon to be published by the National Council of Teachers of English) of the continuing education of teachers of English "reveals that schools presently assume far too little responsibility for guiding the professional growth of their teachers" and that administrators "would do well to consider what they can do themselves to nourish and sustain professional vitality among their English teachers." To assist administrators in their thinking about what they can do, the authors suggest a five point program to provide for sound continuing education of English teachers.[7] Since I agree with the five point program I would like to include these points as part of my recommendations.

1. Provide for instructional leadership. Administrators must remember that the first and basic principle of administration is that it exists to facilitate instruction. If this is the case, then they should be willing to provide teachers with excellent supervision, departmental leadership, and consultant help.

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[7]For further explanation of this five point program see James R. Squire and Robert F. Hogan, "A Five Point Program for Improving the Continuing Education of Teachers of English," The Bulletin of the National Association of Secondary-School Principals, XXXVIII, (February 1964), 1-17.

The English supervisor or departmental chairman should be chosen for his intellectual and personal qualifications, not for some vague, intangible reason. He should be given adequate time to confer with members of the staff individually to "organize the departmental office and library, to preview instructional materials, to organize meetings, to confer with chairmen on other subjects, to assist in teacher interviews" and to consult with departmental chairmen from the surrounding high schools and four year colleges.

An English-Education specialist should be called in to serve as a consultant in establishing English programs which are appropriate for junior college students and which reflect progression within the programs.

2. Maintain a library of professional books and teaching aids which are easily available in the departmental office. All major publications of the N.C.T.E., such as the English Journal and College English should be included, as well as publications recommended in the new report of the Commission on the English Curriculum of the National Council of Teachers of English entitled The Education of Teachers of English for American Schools and Colleges.

3. Plan departmental meetings and workshops devoted to the problems involved in the teaching of English. Such problems as teaching English to the culturally deprived or theme grading might be discussed. If a high level professional meeting is to exist, routine business should be avoided.

4. Encourage teachers to attend local, state, and national meetings devoted to the teaching of English. Teachers should have an opportunity to hear prominent people in their field rather than being forced to attend boring institutes that have nothing to do with their work.

5. Plan in-service courses or encourage teachers to enroll in graduate courses related to what they teach. Squire and Hogan report that when "asked

to evaluate several kinds of continuing education, English teachers rated college courses more highly than any other form of in-service activity." Courses they would prefer to take included the following: reading at the secondary level, advanced composition, special methods of teaching English, and practical literary criticism.

The recommendations which are made here are not meant to be final. Rather, they are meant to stimulate and provoke thought about how we can all work together as a community of colleges to improve the junior college English teachers' effectiveness, for upon these teachers, to a great extent, depends the success of the junior college and the success of the junior college student.

APPENDIX

Name _____

Position _____

Junior College _____

PREPARATION OF JUNIOR COLLEGE TEACHERS

I. Present Background and Training of English Teachers on Your Staff

A. The total number of teachers who are now assigned one or more English courses is . . . . . _____

B. The number of teachers who are now assigned one or more English courses and who have

1. An M.A. with an English major is . . . . . _____

2. A Ph.D. with an English major is . . . . . _____

3. Neither majored nor minored in English is . . . . . _____

C. The number of teachers who are now assigned one or more English courses and who have taken one or more

1. Advanced courses in grammar is . . . . . _____

2. Advanced courses in composition is . . . . . _____

D. The number of teachers who are now assigned one or more English courses and who have published articles, stories, or books is _____

E. The number of teachers who are now assigned one or more English courses and

1. Who have had supervised teaching in junior college English is . . . . . _____

2. Who have had internships in junior college English is _____

F. The number of teachers on my staff who are adequately prepared to teach English and who are now doing so is . . . . . _____

Remarks

II. Nature and Number of English Courses Being Taught

A. Are the following English courses being taught during this current semester?

1. Remedial or Review English

   a. Yes ___ No ___

   b. If yes, the number of separate classes in remedial or review English is . . . . . _____

2. English 1A

   a. Yes ___ No ___

   b. Number of classes in composition or composition and literature _____

3. English 1B

   a. Yes ___ No ___

   b. Number of classes in literature or literature and composition _____

4. Composition (Courses dealing specifically with composition)

   a. Yes ____ No ___

   b. If yes, the number of separate classes dealing specifically with composition is . . . . . _____

5. Literature (Courses dealing specifically with literature)

   a. Yes ___ No ___

   b. If yes, the number of separate classes organized to deal specifically with some field of literature is _____

   c. Please check the appropriate spaces to indicate specific courses in literature now included in your English program:

      English Literature—Its beginning to about 1800 . . _____

      English Literature—From about 1800 to present times _____

      American Literature—Colonial times to about 1890 _____

      AmericanLLiterature—From about 1890 to the present _____

      World Literature—A study of great works in literature, exclusive of English and American, from the beginning to Cervantes . . . . . _____

      World Literature—Same as above, except from Cervantes to present . . . . . _____

      Modern Literature—Short story and novel . . . . . _____

      Modern Literature—Drama and Poetry . . . . . _____

Others (Specify)

6. Creative Writing

   a. Yes ____ No ____

   b. If yes, the number of separate classes in creative writing is . . . . . _____

B. Please designate number of weeks spent on the following areas of study:

	Remedial English	1A	1B
Grammar			
Spelling			
Mechanics			
Vocabulary			
Paragraph Construction			
Types of Composition			
Exposition			
Description			
Narration			
Persuasion			
Literature			
Research Paper			
Other areas (Specify)			

PLEASE ENCLOSE COPIES OF THE COURSE OUTLINES FOR YOUR REMEDIAL ENGLISH, 1A AND 1B COURSES

Remarks

III. A Typical Assignment for a Beginning English Teacher:

Please designate by number of hours per week the typical assignment for a beginning English teacher.

A. Remedial English _____

B. English 1A _____

C. English 1B _____

D. Literature _____

Remarks

IV. Reactions to Statements Regarding Necessary Training for Junior College English Teachers

A. Please react to the following:

1. "English teachers in general are adequately prepared to teach grammar and composition."

Yes _____ Somewhat _____ No _____

2. "A course in grammar and advanced composition is a necessary part of an English teacher's preparation to teach English."

Yes _____ Somewhat _____ No _____

3. "Courses in public speaking and history of English language are a necessary part of an English teacher's preparation to teach English."

Yes _____ Somewhat _____ No _____

4. "A course in Methods of Teaching English in junior college should be part of an English teacher's training?"

Yes _____ No _____

5. "Trainees should spend time observing and acting as teacher-assistants prior to student teaching in a junior college?"

Yes _____ No _____

6. "In-service training for English teachers in junior college is needed."

Yes _____ No _____

7. "Further, teacher training institutions should make an English in-service training program available to junior colleges."

Yes _____ No _____

B. If in-service training for English teachers on my staff were made available, I would estimate that _____ per cent of all teachers dealing specifically with English courses would participate in the in-service program.

C. If in-service training for English teachers were initiated, what should receive immediate priority?

_____

_____

_____

D. How might college English departments and teacher training institutions improve the preparation of junior college English teachers?

Ideas:

1. _____

2. _____

3. _____

Remarks

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DEPARTMENT OF EDUCATION

RIVERSIDE, CALIFORNIA 92502

This letter is to ask for your cooperation in a research project approved by the Executive Committee of the California Junior College Association last October. The purpose of this study is to examine the background, training, and work of junior college English teachers so that those who train them might have a better understanding of what their preparation should be.

I am sure that as a Dean of Instruction you are interested in improving the quality of instruction in your institution; therefore I hope you will help in this project. Would you please answer the enclosed questionnaire which deals with the preparation of junior college English teachers. Upon completion of this study a summary of the findings will be sent to all those who participated.

Sincerely yours,

Richard M. Bossone
Assistant Professor
Supervisor of the Teaching
of English

RMB:irr

Enc.

Junior Colleges
And Deans of Instruction
Participating in the Study

College	Dean of Instruction
American River Junior College	Edith Freligh
Bakersfield College	Margaret H. Levinson
Barstow College	Leslie E. Wilbur (Pres.)
Cabrillo College	Floyd L. Younger
Cerritos College	Jack W. Mears (Pres.)
Chaffey College	Clarence Calhoun
Citrus College	Leo M. Thomas
City College of San Francisco	Lloyd D. Luckmann
College of San Mateo	Philip C. Garlington
Compton College	Robert A. Mortenson
Contra Costa College	Raymond Dondero
Diablo Valley College	John G. Kelly
College of the Desert	Edwin T. Ingles
East Los Angeles	Jane T. Cavenagh
El Camino College	William H. Harless
Foothill College	Hubert Semans
Fullerton Junior College	Otto Roemmich (Vice Pres.)
Glendale College	John S. Kreider (Admin. Dean)
Grossmont College	Charles C. Collins
Hancock (Allan) College	William S. Haupt
Gavilan College	Marvin A. Peterson
Long Beach City College	Gerald R. Daniel
Los Angeles City College	Robert H. McHargue
Los Angeles Harbor College	John A. Grasham
Los Angeles Pierce College	Louis E. Hoffman
Los Angeles Trade Technical College	Franklin R. Johnson
Los Angeles Valley College	Charles S. Marsh, Jr.
Merced College	Daniel G. Walker
Monterey Peninsula Junior College	Merlin E. Eisenbise
Mt. San Antonio College	Marie T. Mills
Mt. San Jacinto College	Milo P. Johnson (Pres.)
Napa Junior College	James Diemer (Director)
Oakland City College	Earnest H. Berg
Laney Campus	
Merritt Campus	
Oceanside-Carlsbad College	John MacDonald
Palomar College	Virgil L. Bergman
Porterville College	J. H. Cleary
Reedley College	Norman Zech
Riverside City College	Mary Wallace
Rio Hondo Junior College	Morris C. Berger (Asst. Supt.)

Sacramento City College	Peter W. Knoles
San Bernardino Valley College	J. W. McDaniel
San Diego Junior Colleges	Joseph H. Stephenson
Mesa College	
City College	
San Diego City College	O. M. Bliss
Santa Barbara City College	M. L. Huglin
Santa Monica City College	Marford L. Riddick (Day)
	Elmer M. Krehbiel (Night)
Santa Rosa Junior College	Brand Tauzer
Shasta College	Milton Black
Sierra College	A. M. Akers
Southwestern College	Herbert Zielbin
Taft College	Fenton Feeney
Vallejo Junior College	Cecil A. McDonald (Pres.)
Ventura College	Carl F. Korosek
Victor Valley College	Fred F. Berger (Pres.)
Yuba College	Alger H. Brill (Vice Pres.)